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Sunday School

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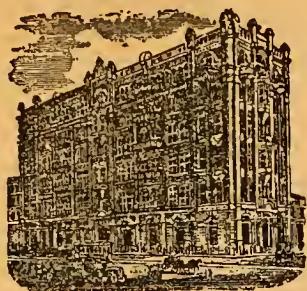
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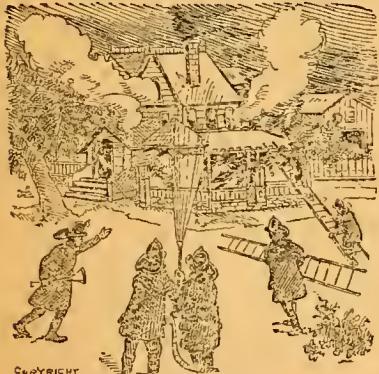
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VOL. XXXIX.

SALT LAKE CITY, UTAH, JUNE 15, 1904.

No. 12.

### COMMERCIAL NEW ORLEANS.

AFTER that of New York, the port of New Orleans is next largest in this country. Its imports are small compared with its exports, that is, they stand in the relation of \$21,000,000 to \$151,000,000 annually. This port will take on new importance when the Panama canal is finished and when our trade with Spanish American countries reaches the proportions that may reasonably be expected.

Already the trade with Cuba is becoming important and New Orleans is the natural outlet of much of our southern commerce.

There are few ports in the world comparable with New Orleans. It has a river front of fifteen miles; and then the river is very deep opposite the city, averaging from one hundred and fifty to two hundred feet. Even at the banks the water is often from thirty to fifty feet deep. The water being fresh, ships can remain in it for years without the bottoms being covered with barnacles. Then there is no tide in the river in consequence of its great distance from the Gulf. Originally a levee was constructed to prevent the river water from overflowing the city. In time the land behind the levee was filled up to the

level of the levee itself so that what was once a mere dam to keep the water back has become the established level of the land to the rear, and thus the wharf, or landing is generally known as the levee.

This levee is, indeed, an interesting place to view the commerce of the city as it is covered with tropical fruits, cotton, sugar, molasses, and all sorts of vegetables.

At night the wharf is lighted by electricity; and following the curve of the river these lights give to the outline of the wharf the appearance of a necklace.

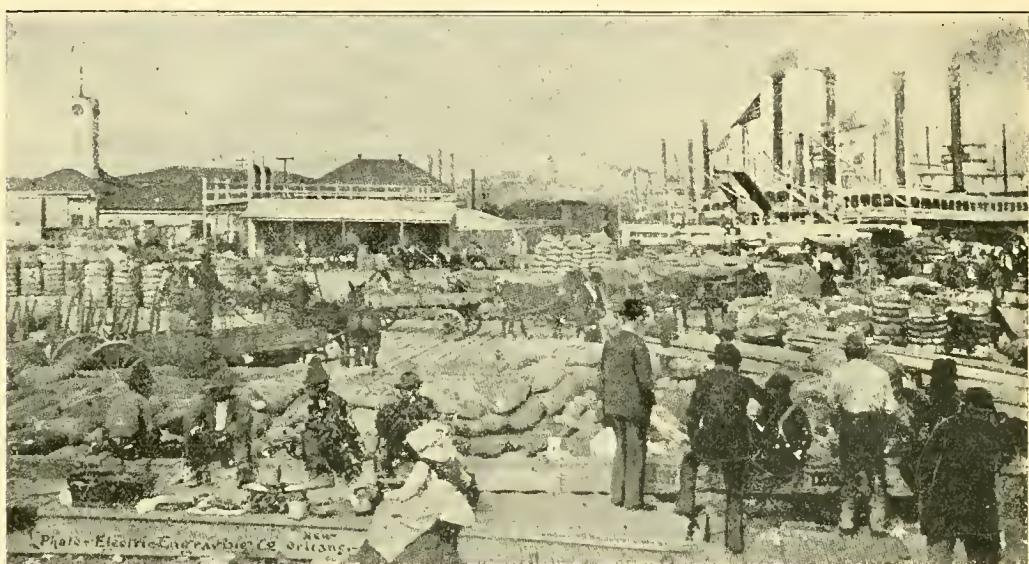
Although the Mississippi is heavily charged with soil, the flow of the river is rapid—four miles per hour at New Orleans—and prevents a deposit near the ports. Close to the mouth of the river it separates into branches which deposit the soil and form the deltas of the Mississippi so that points which were formerly on the Gulf are now miles up the river. The spread of the river at its mouth threatened to impede navigation very seriously.

A few years ago Captain Eads discovered that the river never filled up where there was a good current and he conceived the idea of forcing as much water as possible into one channel. He submitted his proposition to Congress and large sums of

money were appropriated to carry out his schemes. Captain Eads thereupon constructed jetties which consisted of walls one thousand feet apart. The walls were composed of willow mattresses held in place by stone ballasts and were covered on top by a layer of cement. There were places at the mouth not more than seven feet deep when this work was undertaken that are today twenty-eight feet deep owing to the fact that the deeper water scours the bed of the river and continually deep-

promoting the navigation of the river and the Gulf.

Sugar and fruits play some part in the commercial activities of New Orleans, but the commodity which gives the city its distinct commercial character is cotton. It is the largest cotton port in the world and exports annually 2,000,000 bales; and the annual value of this export is about one hundred million dollars. This year cotton has truly been "king." It has risen to unprecedented value in conse-



LEVEE SCENE—HEAD OF CANAL STREET.

ens it. The jetties of the Mississippi have given world wide fame to the name of Captain Eads; and they have withstood the violent storms and hurricanes of the Gulf. Today the deposits of soil are carried far out into the Gulf so that the piling process will be slow and will never be along the course of the channel which it will always be the aim of the government to keep as narrow and therefore as deep as possible. This engineering feat has given confidence to those engaged in

quence of some scarcity and has greatly disturbed the cotton factories both of this country and Europe. As I came along through Louisiana from New Orleans to Fort Worth, Texas, I could see evidences of enlarged cotton fields and the prospects now are that there will be no shortage next year. Louisiana before the late Civil War produced about 400,000 pounds of sugar annually, but the reduction of the sugar tariff, and now the opening of our ports to Cuban sugar, all contribute to

the destruction of this industry in the state.

Cotton and rice will largely take the place of sugar; and the state has ceased to be styled the "sugar bowl" of the Union.

The South not only reaped last year the prosperity of an abundant harvest, but there is a growing confidence for its future that is bringing abundant capital for the development of its resources.



## ALLON, THE STOWAWAY.

(CONTINUED FROM PAGE 347.)

### CHAPTER II.

**F**IVE days previous to Allon's venture with the *Condor*, he had written to a friend in Derbyshire, to whom he had given a rather sad account of his condition in Liverpool, and this friend in turn gave the letter to the parish clergyman, who had always taken a kindly interest in Allon, and regarded him as an exemplary youth in the community.

Wishing to earn a little money, Allon went on board the schooner and applied for a berth, but was informed that he could not be accommodated unless he could produce a certificated "discharge-paper" from his last ship, or a letter from some friend who could certify to his good character.

The captain was a very devout Catholic, and understanding almost at a glance that Allon was a "land-lubber," did not feel disposed to ship one such as he unless he was of unimpeachable character. Hence a call by him for a good character that could be vouched for.

As if aware of Allon's forlorn condition, the captain permitted him for the time being to eat and sleep with the "hands" aboard, and it was during his last night on the *Condor* that the boy received his first experience in the mys-

terious, or call it "telepathy" if you will. It was while he lay wide awake in his bunk that somebody with a voice that seemed familiar, called out his full name, and announced that there was a letter for him.

The *Condor* was to sail at eight o'clock the next morning, and about an hour or so previous to that time, Allon went ashore, and upon his arrival at the post office asked for the letter that he felt assured was there. Nor was he mistaken; and singular to state, in addition to five shillings in postage stamps which the clergyman had sent him, there was a certificate of good character, supplemented with the pastor's best wishes for his welfare and success in every undertaking.

Forgetting to cash the stamps, he hurried back to the docks, fearing the vessel would sail without him; and not until he was in close proximity to the dock where the vessel was moored did he call to mind the necessity of disposing of them.

Again he turned, and after exchanging the stamps for silver ran back with all haste, only to find that the ship had left, and was already speeding her way under a fair breeze toward the open sea.

Disappointed at what he considered his ill luck, he turned and bent his steps in the direction of Duke street, in which locality he shortly fell into the hands of

a notorious "Shanghai,"\* who, upon hearing of his desire to go to New York, promised that for a consideration of five shillings he would get him a ship to that place.

Unacquainted with the wily nature of the dissolute wretch who was now treating with him, Allon needed little persuasion to go to the boarding house over which the Shanghai had charge, and to which he lured his generally youthful victims.

Captain Beer, which was the soubriquet of the Shanghai, was not only notorious for the unscrupulous methods that he adopted in his nefarious business, but he also had an unsavory record against him in the police court, where the various charges of embezzlement, smuggling, and garroting had at different times been preferred against him and for which last named brutal work he had served three years in penal servitude with the additional infliction of a flogging with a cat-o'-nine-tails.

Once inside the boarding house, Captain Beer conducted Allon to a room which, to judge by its barred windows, scant furnishings and other cheerless effects, was not unlike a prison cell, and no words were necessary to convince Allon that the actions of his new acquaintance would need watching.

Passing along through the room, they entered a small yard which was enclosed by a high wall that was capped with broken glass set in mortar, and which further convinced Allon that he was ensnared for some base purpose as yet unknown to him.

"Do you think you can manage here for a few days or until I can get you a ship?" asked the Shanghai of his victim.

The boy answered that if kind treat-

ment was accorded him, he would just as soon remain there as on the streets.

"I see you are a sensible little fellow, and if you will trust in me, I will act on the square with you," further spoke the Shanghai.

"But why these gloomy and prison-like surroundings?" asked Allon.

"Because some of my boarders, after all my trouble in getting them a ship, have skipped, leaving me to pay the piper, but," added he, "I have now put a stop to that kind of work by fixing things as you now see them."

"Captain Beer," and here the boy looked the Shanghai squarely in the face, "do you mean to infer that I am a prisoner here at your pleasure?"

"I mean," replied the captain, "that you will not be permitted to go out of my reach until I put you aboard ship, which as I have already stated, will not be long if you will but trust in me."

While about to speak further, his wife announced that dinner was ready, and inviting Allon to follow, he led the way to the dining room, where the boy was treated to the best the house could afford, and was again told that a berth would be procured for him as soon as possible.

Dinner being over, Allon was returned and locked in his prison room, after which the Shanghai took to the streets in quest of more human prey. Nor were his efforts futile, as in a short time he brought in two strapping youths,—recent arrivals from the Emerald Isle,—who, for a consideration of forty shillings which they possessed, were promised seamen's berths to Quebec.

After being imprisoned for a few hours, the Irish boys surmised that everything was not as it should be, and when Captain Beer again showed his face, they boldly told him that they had reason to believe that he was nothing less than a fraudulent old rascal. The Shanghai was

\* One who intoxicates and ships a person as a sailor while in that condition.—Webster's International Dictionary.

equal to the occasion, and as with Allon, so with them, both had renewed promises given them that berths would be found for them in a couple of days or so.

It was during the afternoon of the following day that the captain informed the boys that he saw an opening for all three upon the same vessel, and that as the ship was already under weigh, they must lose no time in overtaking her. Three outfits that were already wrapped up were at once brought to light from an old cupboard, and delivered to the boys, after which in company with the Shanghai they entered a hack that was in readiness and were immediately driven to a part of the river where lay two small boats the property of Captain Beer. Dispensing with the vehicle, they at once took to one of them, and in a few minutes were pulling at the oars for all they were worth in an endeavor to overtake the vessel that was now more than a mile ahead of them.

In vain they labored, for, like Allon, the Irish lads were not adepts at rowing, and the captain seeing the distance between them and the ship increasing, began to rave and to curse, and finally threatened that should they fail to overtake the vessel, he would throw all three of them overboard. At this, one of the Hibernians arose and pointing the handle downward, informed the Shanghai that if he did not desist from his abusive language he would drive a hole through the bottom of the boat, and that he and his companion would derive as much pleasure in swimming ashore as pulling a bulldozer like him through the water.

They were easily a mile from the shore, and the captain seeing the look of determination that accompanied the lad's words, said no more, but was during the return trip as quiet as a mummy.

After their return to the shore, and

while wending their way along the docks, they were accosted by a customs' officer, who insisted upon examining the contents of the outfits the boys were carrying, and which inspection the Shanghai manifested a disposition to avoid.

His excuses were of no avail, as nothing but a wholesale dumping out of the outfits would satisfy the officer, who after seeing the tattered and dirty remnants of clothing, bits of old carpet for bedding, and numerous other worthless bric-a-brac of which the outfits consisted, turned to the captain and asked if he was not ashamed of himself.

"You voracious old land shark," said the officer, "still cowardly seeking your prey among the smaller fry, eh? But I will catch you yet, or my name is not Donovan."

Turning to the boys, he said: "Don't you know that after this fellow has shipped you, he will speedily make his way to the shipping company's office, and claim the greater part of your coming wages as expenses for your board and these filthy, worthless outfits. Take my advice," continued he, "and let go of this unscrupulous rascal, and the sooner you do so, the better for you."

"We have paid him forty shillings," spoke up one of the Irish lads, "and he will have to procure us a berth according to his promise, and that, too, without further expense."

"Well spoken, sonny," ejaculated Captain Beer, who was ever ready for the occasion; "and notwithstanding what that sucking calf has to say to the contrary, you shall have good berths, the pair of you."

Finding nothing of a contraband nature in the outfits, the customs' officer, after giving vent to another scathing expression of the Shanghai's business methods, walked away, upon which the three boys again shouldered their outfits

and took their way back to the Shanghai's lair, where they were at once returned to their uninviting quarters.

It was toward evening of the following day, when the Captain again announced to the Irish boys that he had obtained berths for them, and that as the steamer was out in the river and would shortly cross the bar, the sooner they went aboard the better.

Accordingly, having been provided with more suitable outfits, the boys took their way to the shipping office, from which they were taken over to the vessel, upon which they—veritable landlubbers—allowed themselves to be shipped as qualified seamen, and that, too, under cover of bogus "discharge papers" furnished them by the Shanghai, which act was nothing less than a gross fraud upon the shipping company as well as upon the ship's crew.

After seeing them safely aboard, the Shanghai pulled away and left them to the ignoble position of facing the charge of incompetency that would most assuredly be brought against them, and which would result in a considerable reduction of their wages, as well as rendering themselves open to abuse and drudgery from all aboard.

The Shanghai in company of a uniformed shipping agent—who seemed to be one with him in his nefarious work—repaired to the company's office the next morning, and after presenting his "bill," drew four sovereigns on the strength of the boys' coming wages, after which he paid over a small sum to the other fellow, who with Mr. Beer wound up the proceedings in getting drunk.

It was but a few days afterward when the Shanghai, apparently much elated, informed Allon that he had procured a good berth for him on a vessel bound for New York, and that in consideration of services rendered by him to Mrs. Beer,

in doing chores and making himself generally useful around the house, he would see that he had a generous outfit and a good send off.

A few minutes afterward he presented Allon with a "discharge paper," tutored him in a few nautical questions that might be put to him at the shipping office, and told him to trim up a little, while he went and hailed a cab.

"Suppose the owner of this paper should be aboard the same ship, what then?" asked Allon.

"Impossible," answered the Shanghai, emphatically; "the owner of that paper died a few weeks ago in the county hospital, so you need not worry on that account."

Letting the "certificate" fall from his hands in a mechanical kind of way, Allon replied that he did not wish to accept a berth under any such conditions.

"You are one of those fellows who don't know a good thing when you see it," said the Shanghai with some energy.

"I am perfectly willing," said the boy, "to accompany you to any shipping office in the port of Liverpool, and if passed on by the skipper, sign the 'articles,' but not as a qualified seaman; rather I would prefer to tell him that I had never been to sea before."

"Look here, sonny," urged the Shanghai, realizing that he was up against a snag, "it is a sailing 'packet' upon which I wish to ship you; well nigh a month will be taken up in the passage; and your wages being say forty shillings per month, would it not be better to hand in this 'discharge paper,' and have some money coming to you at the other end, than by running around seeking a passage you will never get?"

And here he fixed an intent look upon the boy's face to see what effect his wily words would have in determining his decision, which he quickly found settled by \*

Allon answering that he would a thousand times rather "stow" himself away than stoop to such crooked and dishonorable methods.

"Don't you know," said the Shanghai, "that imprisonment will be given you for stowing away?"

"Better reach Michigan that way than by the path you wish to map out for me," answered Allon.

"You have been boarding with me for a week, and I want you to settle the bill, right now, or I will settle you mighty quick," rather savagely spoke the captain.

"The five shillings I gave you was all the money I had, and you knew it," replied the youth.

The Shanghai, while not to be called a burly fellow, looked nevertheless a match for any ordinary man to handle; but just the same, he acted more like a mouse when Allon turned on him just as savagely and bade him begin his settling work right then, as he was not a bit afraid of him.

The man at once cooled down, and told the boy he would talk with him again on the subject later on.

The same day, an aged sailor,—a relative of the Shanghai's wife,—came there to board, and being plentifully supplied with money, a "flare-up," so called, took place, the three of them getting drunk.

Locked in his prison room and hearing the now drunken captain singing "There's bound to be a row, boys," Allon was on the alert for any mischief that might be breeding; and young and rather small of stature though he was, he was determined to hold his own against the drunken captain if occasion called for it. It was while he was in this unusual mood that the Shanghai's wife requested him that in case her husband got crazy and manifested a disposition to lay violent hands upon her to step in and check him.

"I know he has not treated you right," sympathetically spoke the intoxicated woman; "and if you will promise not to leave me all alone with him, I will leave your door unlocked so that you can have the run of the house while he acts so crazy."

"Until now, I have been afraid of your husband, have given in to him; but I promise you I will remain today out; and should he attempt to hold me longer than tomorrow, there will be trouble," remarked the youth, who now really seemed anxious for a mix-up with Captain Beer.

Scarcely an hour had passed, when the Shanghai, who for a short time had been absent, entered the house, and seeing the table set for supper, went and with one swoop hurled all the crockery with the food thereon through the open window, following up the act by throwing the table after them.

The racket and crash made by the table and its contents as they fell upon the stone pavement two stories below the window, brought a scream from Mrs. Beer, who the next moment was seized by the crazy man, and was about to be forced through the window also.

Allon at once threw himself upon the man, and getting a hold upon his lower extremities, brought the man and his wife with himself in a heap to the floor.

A few minutes later, having narrowly escaped a blow on the head from a poker wielded by his wife, the Shanghai left the house, swearing to wreak vengeance upon Allon when he returned. It was rather late in the evening when he again put in an appearance, and this time there was an all-round fracas. The lights were put out, Mrs. Beer was uttering dire threats against all mankind and Allon in particular, until the boy, realizing that they were both saturated and crazy with liquor, determined to break away from

the premises and leave them to fight their own battles.

The last act in the little drama occurred when Allon was passing through the front hallway to get down into the street. Standing behind a door, armed with an uplifted table knife was Mrs. Beer, and judging by the curses she uttered and the threatening attitude she assumed, Allon found it necessary to disarm her before he could make his escape from the house. The first policeman he came across was made acquainted with the matter, and the officer, who well knew the disturbers of the peace, told Allon that they were a bad and dangerous couple, and that it was almost as much as a man's life was worth to place too much confidence in such unscrupulous folk as they.

"You are lucky to get out with a whole skin," he remarked, turning upon his heel and placing a wider distance between himself and the house in question; "and I think," added he, in a thoughtful way, "that a young fellow like you ought to be at home, instead of polluting your morals—that is if you have any—in such vile company as are those you have just left."

"Would that I had a home," answered Allon; "nothing should ever tempt me to leave it."

(TO BE CONTINUED.)



### THE WALLS AND WELLS OF JERUSALEM.

**W**HEN the Jews returned from the Babylonish captivity they rebuilt Jerusalem under the direction of Nehemiah. The gates of the city are distinctly mentioned, viz., four on the east, three on the south, and three in the western side of the wall.

The four gates on the eastern side

"If you have none, make one." promptly counseled the bluecoat, stopping short to throw a glance through a peephole located in the shutters of an extensive jewelry store to see if all was right within.

It was fully ten o'clock when Allon wended his way to Islington, to seek rest in one of the cheap model lodging houses with which at that time that neighborhood abounded. He had only three pence in the world, and as four pence was the lowest price for a bed, he had, owing to a lack of one penny, to remain in the streets all night.

At length he directed his steps to St. George's Hall, and as he turned up his coat collar and curled himself upon the cold stone steps outside the hall, his mind reverted to his former chum Harry, who undoubtedly at that time was in a comfortable bed under the roof of his loving parents in Birmingham.

Be it ever so humble,  
There's no place like home.

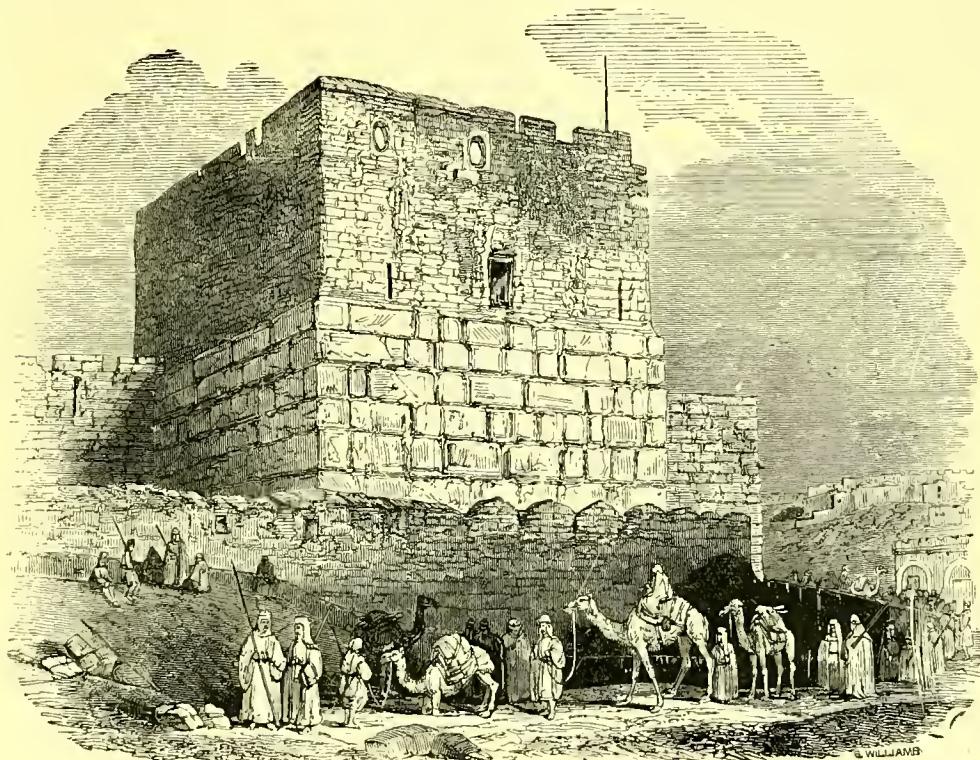
But a little while and the Shanghai and everything else of a troublesome nature was forgotten in the sound slumber that mercifully drew him into its mystic folds; and who shall say that his rest was not sweet unto him?

were: (1) The Water Gate (Neh. 3: 26), near which the waters of Etam passed, after having been used in the temple service, in their way to the brook Kedron, into which they discharged themselves. (2) The Horse Gate (Neh. 3: 28; Jer. 31: 40), which was so named because horses went through it in order to be watered.

(3) The Prison Gate (Neh. 12: 39), so called from its vicinity to the prison. (4) The Gate Miphkad (Neh. 3: 31).

The gates on the south were: (1) The Sheep Gate (Neh. 3: 1), which was so named from the victims, intended for sacrifice, being taken through it to the second temple. Not far distant from this gate stood the tower of Meah and Hana-

which the water flowed. (2) The Dung Gate (Neh. 3: 13), which received its name from the filth of the beasts that were sacrificed being carried from the temple through this gate. (3) The Gate of the Fountain (Neh. 3: 15), so named because of its close proximity to the fountain of Siloam. There were no gates on the north side.



THE TOWER OF HIPPICUS.

neel. (2) The Fish Gate (Neh. 3: 3; 12: 39), which was also called the First Gate. (3) The Old Gate, also called the Corner Gate (Neh. 3: 6; 12: 39; II Kings 14: 13; Jer. 31: 38).

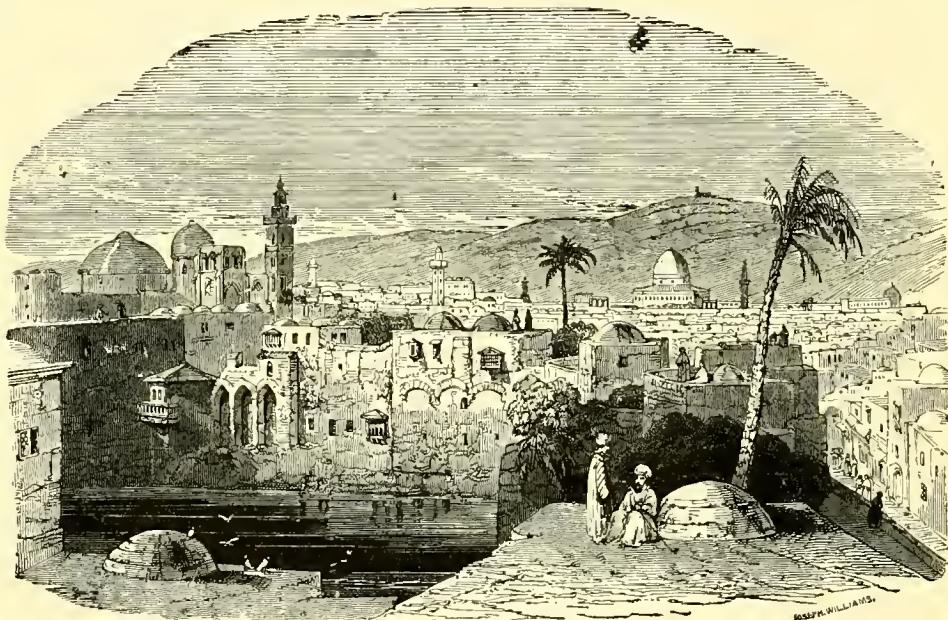
The gates on the western side were called: (1) The Valley Gate (Neh. 3: 13), also called the Gate of Ephraim, and above which stood the Tower of Furnaces (Neh. 3: 11; 12: 38). Not far from this gate was the Dragon Well (Neh. 2: 13), so named from the dragon mouth through

During the war between the Jews and the Romans, Jerusalem was surrounded by three walls. The first began on the north side and terminated at the western cloister of the temple. The second wall began at the gate Gennath, and encompassed the northern quarter of the city, as far as the Tower of Antonia. The third wall commenced at the Tower of Hippicus. It passed by the sepulchre of the kings, and by the Fullers' monument, and met the old wall at the valley of Kedron.

Agrippa commenced this third wall, but never finished it, for fear he would incur the displeasure of the Emperor Claudius. The Jews subsequently finished the work and erected nearly two hundred towers of solid masonry on the walls. The circumference of Jerusalem previous to its destruction by the Romans, was nearly five miles. The chief glory of the city during the time of Christ was the temple. This beautiful structure occupied the northern and lower top of Sion. "Beautiful for situation, the joy of the whole earth, is

heard and determined cases. Gabbatha, in the Hebrew, means an elevated place (John 19: 13). It was here the procurator Florus sat, A. D. 66, and ordered his soldiers to put to death many unoffending Jews.

On a steep rock near the Temple stood the Tower of Antonia, on the site of a citadel that had been erected by Antiochus Epiphanes in order to annoy the Jews. Herod the Great improved and beautified this citadel, and always had Roman soldiers quartered here. There were secret



THE POOL OF HEZEKIAH.

Mount Sion, on the sides of the north is the city of the Great King."

The most magnificent building next to the Temple was the palace of Herod, which afterwards became the residence of the Roman procurators; and in some part of this building was the armory of the Roman soldiers that protected Jerusalem, for here Jesus was taken and mocked by them (Matt. 27: 27; Mark 15: 16). In the front of this palace was a raised pavement of mosaic work, and here Pilate

passages which connected with the Temple, and through these the Roman soldiers could descend and prevent disturbances during the festivals. This was the guard Pilate alluded to (Matt. 27: 65). The Tower of Antonia was named by Herod "Mark Antony," and this citadel was the castle into which the apostle Paul was taken by the Roman soldiers (Acts 21: 34, 35; 22: 24.)

There were a number of pools at Jerusalem, but we will notice two: (1) The Pool

of Bethesda, which was located near the sheep market (John 5: 2), and within a short distance of the Temple. Bethesda means "the House of Mercy," and many were the miraculous cures of terrible diseases that took place in these waters. (2) The Pool of Siloam (John 9: 7) contained two reservoirs, the upper (Isa. 7: 3),

known as the King's Pool in Neh. 2, 14. It furnished water for the king's gardens (Neh. 3: 15) and the lower pool furnished water for the use of the people. Siloam furnished both of these pools, but which one is mentioned by John (9: 7) we do not know.

*Frank Van Cott.*



## THOROUGH HOME PREPARATION.

 N treating this subject, I take it that its requirement is even more imperative on the part of the teacher than upon the part of the pupil. And from this standpoint I shall first discuss the preparation of the teacher.

The teacher, to be efficient as a teacher and effective in his class work, must without fail appear before his class with a good working acquaintance with the day's lesson, which can only be obtained by a thorough previous study of the subject and all its details. Such a knowledge of the lesson is rarely ever acquired without a fixed time of study—by this I mean, the devoting of some evening or morning to the looking up and study of the Sunday morning's lesson.

Let the teacher map out his hours of study, the same as he would if his effort were to bring him a cash return, and he cannot fail in his preparation.

Thoroughness in preparation means success before the class. Success before the class means self-possession, power to interest or entertain the class, ability to arouse the pupil's enthusiasm and bring about their co-operation, which of itself means success of the most gratifying nature.

No teacher can be thorough and well prepared who simply looks up the references given and treads slavishly the beaten path. Kindred matters will present themselves, items of history will crop up, meanings of terms will have to be explained, principles will have to be made plain. Lessons previously gone over must be intelligently reviewed and connected with events and matters contained in the one under consideration. And in order to make this very important preparation, he must work toward the accumulation of a small library, consisting of a Bible (the Bagster and Oxford are excellent for the use of teachers), Book of Mormon, Doctrine and Covenants, Pearl of Great Price, Life of Joseph Smith, the Compendium, a good dictionary, and the JUVENILE INSTRUCTOR. With these books as a basis, he should add the many other valuable works of our able Church writers as fast as possible, such as for instance, the History of the Church, Articles of Faith, New Witness for God, etc.

To be a teacher, it is absolutely essential that he should be a student. And it goes without saying, that the teacher must have the ability and determination to study, else he must surely fail. Ignor-

rance is no bar to study; it is rather an incentive to study where the individual is awake to his own lack of information. Of course, at the very outset, an entire lack of the rudiments of knowledge would be a serious difficulty to both teacher and class. But with wise study and reasonably good powers of mind, and a determination to be right in the lead of the class, will overcome all this, and will, in many cases, bring brighter and more original thought to bear upon the subjects handled than is often the case with one who is hampered too much with the too closely committed ideas of others.

If once successful and you would continue so—study is, and must be, the order of the day. The students of your class have listened attentively to you because you have interested them. They recognize in you no divine right to rule over them, other than such as you obtain by superior mental and spiritual qualities, cultivated and developed by your own earnestness and sincerity coupled with a genuine love of the work.

Teachers sometimes make the mistake of thinking themselves acquainted with a subject, and make no previous study before its rendition, and are thus caught napping by members of the class who have made a study of the lesson. A teacher in this predicament will mispronounce words, give erroneous dates of occurrences, improperly state important points in the lesson, and very often will entirely misunderstand parts, if not the whole of the subject under discussion; and worst of all, fail to bring out the point, moral, or principle intended to be taught by the particular lesson. A teacher in this lamentable condition of total unpreparedness will come before his class without even knowing where to find his references. His discomfiture is immediately noticeable, and his class becomes restless and spiritless, he is utterly at sea,

and so is his class. Their loyalty to him has received, a severe shock, their confidence in him and his abilities has been rudely shaken.

His influence being thus weakened, the class spirit will slacken; lack of interest and indifference will reign where once studiousness and progressiveness were the rule. And the teacher is no longer regarded as a man of learning; deference for his teachings and his opinions is lost; like Achilles, his vulnerable spot has been found, and the mighty leader is cut down. His prestige is gone, and with that goes respect, and with this lost, the class dwindles down to the few old and tried ones who could not be kept out of Sunday School by an earthquake or a bolt of lightning.

Now as to the pupil in his preparation. those in the theological and second intermediate departments should be furnished with the Outlines, also with careful instructions as to lesson assignments, as well as directions for the proper study of the subjects. This will require the clearing away of all the difficulties of the lesson which would not yield readily to the student after a fair amount of study. This would involve on the part of the teacher the study of at least one lesson in advance, which would be extremely helpful to him and beneficial to the class; besides giving him a good balance of information on hand, a margin in his favor, which would prove of immense advantage to him in times of press of business, or other distractions from his duties as a teacher; and would assure him against appearing before his class unprepared.

The pupil given the facilities, proper encouragement and instruction, will prepare his lesson, for without a reasonable excuse he will not refrain from taking part and endeavoring to keep up with his class. And right here comes one of the difficulties to be met—you cannot compel

a Sunday School class or its members to study; there is no rule of force, no punishment for laggards. You must seek to govern by the opposite method. Kindness and patience must be your weapons. Your own acquaintance with the lesson, enthusiasm, and helpfulness will allay the fears of the timid, encourage the bright ones, and keep their minds active and eager for the lesson.

Whenever the student becomes active in his class work, caution is necessary in order to avoid undue praise, also beware of too bluntly pointing out mistakes of a member who has just rendered an exercise. Let references of this kind be particularly kind and courteous, and make large allowances for their lack of facilities to obtain information on the subject, etc. A kindly "thank you" is sufficient to the one who has done his duty, while censure to the blunderer or forward one is to discourage one and all.

In the case of the younger pupils, the teacher would obtain the best results by briefly indicating to them what he expects to accomplish by the next Sunday's lesson, and explaining what he will require of them. The object being to instruct and not to mystify, the teacher must clear away that which may seem obscure and hard to understand. In doing this, he will secure greater and longer sustained interest on the part of the class.

"No profit grows where no pleasure is taken."

To insure interest, pleasure and preparation, he must arrange with his class for some definite evening for the study of the lesson, and good-naturedly urge the observance of this evening for study, both with them and with their parents.

The co-operation of the parents should be enlisted from the outset. Their guidance to the student will prove invaluable, and being immediately at hand will save many a discouragement, which might

otherwise prove fatal to the progress of the child.

The parents' greatest usefulness in this important matter of preparation will be in reminding the student of the study period, and in keeping him at his task until proper results are realized. This will of course include helpful hints and directions.

The parents should demand that the child prepare, without regard to there being no definite assignment of a topic to their child, and by this uniform preparation, results will be more generally beneficial and satisfactory, to both class and teacher, on the completion of the course of study.

The parents are the ones most vitally concerned in this training of their child. Let them think of the idle hours spent by many of them, of the little learned, the wasted opportunities, their own lack of information in many instances. And they will at once join with you for the advancement of their child.

They need no convincing of the joy it would be to them, and must be to others, to have the mind stored with scriptural truths, gems of literature, and a knowledge of history and science. What a source of pleasure in active life; what comfort in old age! And this very habit of study, acquired in youth, will lead to this happy and beautiful result of having a well stored mind. A solace for every ill, and the only wealth that you can take into eternity with you.

Parents, your children are "the heirs of all the ages, in the foremost files of time." See to it that they have the best at your command.

*Arthur F. Miles.*



Atheism is a disease of the soul before it becomes an error of the understanding.  
—Plato.

## RELIGION CLASS DEPARTMENT.

### DUTIES OF A WARD SUPERINTENDENT OF RELIGION CLASSES.



HE first, and perhaps the most important, duty of a ward superintendent is to become thoroughly converted to the necessity of Religion Classes. In any undertaking of this character, no amount of ability can compensate for the absence of actual heart-interest in the work. Without it, men of superior talent sometimes fail to achieve success, while those of less ability but more thorough devotion succeed. In dealing with children, especially, there is no room for shams. It is easier to wear successfully a mask of sincerity before adults than before children. The little ones seem endowed with intuitive powers that reveal to them the true state of one's feelings, and he who is not converted to the work stands unmasked before his pupils, stripped of much of his power for good. Sincerity and energy here spell success. Make this duty a pleasure, or get relieved of the duty.

A superintendent should surround himself with a corps of congenial instructors. He should have their confidence, and be close enough to each one of them that he can, without offense, offer any suggestions as to the manner of presenting lessons and conducting the classes. He will find it profitable to bring them often together in a social way, as well as officially, the object being to promote warm fellowship and unity. In all of this, let the spirit of love and mutual helpfulness abound. Avoid unfavorable criticism of a teacher's work. It is far better to lead him to see the better way without directly correcting him. A little tact will accomplish this. The superintendent should see that every teacher, as has been said by another, should "get in love with his work or get a divorce from it."

The advice of the ward authorities should be frequently sought in matters of policy. Every meeting of the instructors should be made known to the bishopric, and they should be invited to attend.

A superintendent should cultivate the acquaintance of the children in his ward. Visiting at their homes is to be commended; not alone at homes of tardy or unenrolled children, but the visits should extend to those who are regular attendants. He can best win their hearts by showing his love for, and interest in, them. But not only in the homes should he make acquaintance with the children. In our country wards a superintendent or an instructor can afford to recognize the children he meets on

the streets. He should know their names, speak kindly to them, have interest in what interests them, their studies, their work, their play. There is educational value in this. The knowledge that someone has a paternal watch-care over them will influence children to be more careful of their deportment in public, and will induce the forming of good habits and the forsaking of evil ones. Boys, especially, because they are more on the streets, need to be thus guarded and looked after. Again, there is nothing that stimulates and encourages like recognition. Every child has some good in him. A rough diamond he may be, but the eye that is trained to look beneath the surface will see there some gem of true worth that will shine brightly if uncovered and burnished. The aim should be to discover and bring this out. Let the child know you see good in him; perhaps he hasn't recognized it in himself.

In connection with this matter of becoming acquainted with the children, the guardianship feature of Religion Class work should be developed. A complete organization along the line proposed by the General Board will bring something akin to a filial relationship between pupil and instructor. So many children are orphans so far as parental care and training are concerned. They have no homes, in the truest sense of that term. They grow to boyhood and girlhood, manhood and womanhood, without the confidential talks and timely instructions which every boy is entitled to from his father and every girl from her mother—instructions which may shield them from the snares that lead young feet from virtue; from pitfalls that often entrap and ruin. This woeful neglect of parents, be it resultant from a mistaken notion of modesty, or from an equally erroneous belief that young people are best kept in ignorance of themselves until mature years, should be corrected. The true home is one wherein children can find parental answers to the perplexing queries concerning themselves that, early or late, will enter their minds. In knowledge is safety. Where that knowledge is not imparted in the home it should be given from some other source. Who can better take the place of neglectful parents in this matter than the Religion Class instructors? If the superintendent can so organize his forces that the instructors can win the confidence of the pupils and be helpful to them wherein they need this help he will have accomplished much. To this end each

male instructor should be given charge of a certain number of boys, graded as to age, and each lady teacher should be assigned a class of girls, similarly graded, with the object in view of rendering every possible help along the lines suggested, and in other ways, including deportment in general, the proprieties of social life, etc.

In most wards the superintendent will find a wide scope for original plans in connection with Religion Class work. The thought should be always in mind that every child in the ward is entitled to Religion Class instruction, and ways should be devised to bring all, if possible, under the class instructor's influence. Any plan that will increase the scope of Religion Class work is worth developing.

One problem that has been difficult to handle is that of mixed schools. Even where the trustees will permit the use of the school buildings, it is almost impossible to reach all of the pupils. The primary grade children are out as early as 2:15 p. m., and those of the intermediate grade are dismissed at or near 4 o'clock. The little folks cannot usually be asked to remain on the grounds so long a time, and they generally lose the instruction.

The Kaysville Ward of the Davis Stake has endeavored to overcome this difficulty. It was a case of making a virtue of necessity. In this ward the use of public school buildings was denied and in the central part of the ward the classes were successfully held in the meetinghouse. But there were several mixed schools, in outside districts, with first grade to sixth grade pupils. In order to carry Religion Class instruction to these children, families that lived near the schoolhouses were induced to open their houses for the classes. With very little trouble a classroom was fitted up in each home, with improvised benches, made comfortable with quilts and ensigns, and there, immediately after the primary grade children are dismissed, they assemble for their classes. The short walk serves to refresh the boys and girls and they are ready and eager for the exercises. The experience of a few months has shown that, as a rule, excellent order is preserved in these classes. Perhaps because removed from the surroundings of the day school room, their boisterousness is subdued. The change of scene enables them better to lay down the secular and take up the religious instruction.

But the most important advantage to be gained by this plan is that the primary grade pupils can receive separate instruction, with no waiting. Usually this first class assembles at 2:30. Two instructors are present. The same

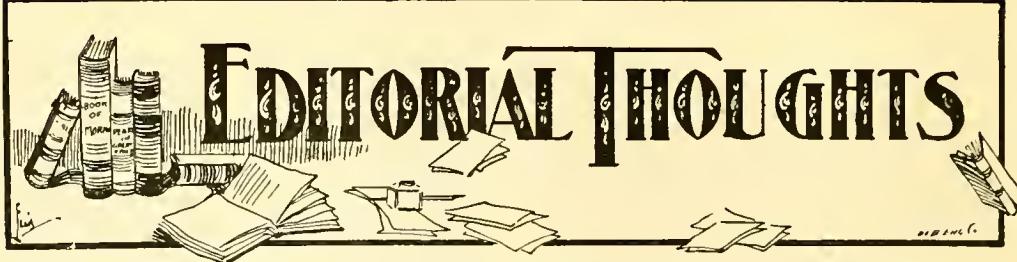
teachers remain until 4 o'clock and conduct the intermediate class. It is often convenient, under these conditions, for steps three and four to be the same for the day in the two grades, simplifying the lesson for the smaller pupils. No difficulty has thus far been encountered in the matter of getting houses in which to meet. In each district there have been some enrolled who were not in attendance at school, and who, in consequence, would not have received the instruction, had the schoolroom been used. Nearly all of the children of these schools are enrolled, and the average attendance is higher than in other classes in the ward.

This is detailed because I believe it points a way to reach more children, which should be a ward superintendent's chief concern, and which is, perhaps, the most accurate measure of his success.

A superintendent should not act regularly as an instructor. He should be free to visit the different departments and the several districts of his ward. Yet he should be prepared to teach in any department if circumstances require, as they will occasionally, through the unavoidable absence of a teacher, or from other causes.

A model superintendent will be careful that he requires nothing of preparation from others which he neglects himself. He will be familiar with the six steps, and the best manner of presenting them. Punctuality will be an unvarying rule with him, and he should insist upon its strict observance by the teachers. In personal deportment he will be, on all occasions and in all places, exemplary; for children see and notice when we little think they are observant. He will be a tithe payer, else he cannot teach that principle successfully; an observer of the Word of Wisdom, so that he can teach conscientiously and from the heart that important doctrine; prayerful always, so that the spirit of prayer will be with him in teaching others to pray; respectful and obedient to authority, so that reverence for those who hold the Priesthood may be instilled into young hearts; full of zeal and faith and love and humility, possessed of the Spirit of the Gospel, and endowed with the Holy Ghost, that his example and his whole life may shine as a light to those who are his fellow-laborers among the children, and that the little ones may absorb the simple faith, the divine love, the true humility that will establish them in the Gospel, and the unfailing zeal that will in later life make them active, useful and intelligent defenders of the faith—true Latter-day Saints.

*Henry H. Blood.*



# EDITORIAL THOUGHTS

SALT LAKE CITY, - - JUNE 15, 1904.

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THE DECREASE IN SUNDAY SCHOOL  
ATTENDANCE.

UR statistical report for last year, (1903), shows an actual decrease in the average attendance of the children at our Sunday Schools of about two thousand. Instead of showing an increase proportionate with the growth of the Church, the attendance has actually gone back. This is not a matter of figures as the total enrollment may be, but it is a fact, an unfortunate condition which confronts us. A number of reasons have been suggested as partial causes for this decrease, but none are altogether sat-

isfactory, nor do all of them put together give an adequate answer to the question, from what does this decrease arise? But more important to the schools than even the discussion of causes, is the consideration of what we, as Sunday School officers can do to remedy the evil. Whatever the individual causes, there can be no doubt but that the great secret of increasing the attendance is to make the school so inviting that the children will want to come; another is to excite the interest of the parents. Let us make the school so pleasant, its exercises so interesting, that it will be the bright spot in every boy and girl's life, week by week. Then, even if you wanted to, you could not keep them away. On the other hand, if you have the co-operation of the parents, your work will be all the easier and more successful, for we believe that in too many instances the non-attendance of the little ones arises rather from the neglect and carelessness of the fathers and mothers than from the indifference of the children; while the latter, where existing, is largely the outgrowth of the former. The children naturally want to come to Sunday School, it simply needs a little encouragement to keep that interest alive. It behooves us, fellow workers, to use every incentive applicable to our local conditions, to obtain the attendance of every child who should come to Sunday School. In this endeavor we should never relax our efforts, or fail in our faith. If we continue we shall see the happy results, for the Church is growing and there is no reason to believe that the number of our children is not increasing also. If that

were so, it would be still more lamentable than the temporary decrease in the average Sunday School attendance.



#### SUNDAY MORNING SINGING PRACTICES.

THE Union Board deems it desirable to again remind the ward superintendents of the absolute necessity, in the best interest of their respective schools, of devoting ten to fifteen minutes each Sabbath morning to singing practice. When this is not done, it too often happens that the same old hymns are sung over and over again, until both children and teachers weary of them, and these are sung, if sung at all, without life, spirit or vigor. Besides, the children lose the benefit of the lesson each new hymn conveys if properly taught. For the pupils should learn the words and the principles or thoughts which they convey as well as the tune to which these words are sung. A hymn is only half learned that is sung without an understanding of its meaning; its rendition may sound very beautiful to the ear, but the intelligence is not affected. We should sing with the

spirit and the understanding just as much as we should pray or teach therewith, and when we do so our songs of praise become acceptable prayers unto God. Parrot-like singing differs little from parrot-like praying, it neither draws us nearer to heaven, nor is it any more pleasing to God.

There is a third reason in favor of learning new hymns. It is the interest excited, not to say enthusiasm evolved, in the hearts of the children; they love their school all the better and are more anxious to attend regularly. It gives zest to the proceedings of each session of the school where it is carried out. It also makes the children better singers, and to use a theatrical phrase, their repertoire is enlarged their understanding of the Gospel is also increased—a hymn should not only be judged by the beauty of its melody, but from a Sunday School standpoint by the value of the doctrine it teaches and of the truths it impresses. One aim that should ever be present in the mind of the Sunday School teacher is that each and every lesson should tend to the glory of God and the development of the child in righteousness, and to this rule the singing lesson is no exception.



#### WHAT THE HOME CAN DO FOR THE SUNDAY SCHOOL.

N discussing this subject, the first question to be considered is: What is the most effective factor in the creation of the ideal Sunday School, or of any institution whose aim is the common good of all its members?

Unquestionably, discipline stands paramount as a means of contributing to the success of any organization. Compared with it, all other factors are minor details

entirely subservient to this one fundamental principle.

A lesson, although full of the most elevated truths and presented in the most interesting manner, will yet be entirely ineffectual in reaching the child if he has not been disciplined to subordinate his will to that of the teacher.

Upon whom rests the bulk of the responsibility of bringing the school to this

perfected condition? Assuredly upon the superintendent and his corps of workers. Their faithfulness to duty, the feeling which characterizes their association with the children, the moral example they set, the manner in which the presiding officers conduct the services, the preparation of all things needed for the exercises of the day, all these have a marked influence upon the discipline of the school. But still, upon the parents also rests a great responsibility for its success.

Before a child will put forth his best efforts to obtain knowledge, he must feel that that knowledge is worth obtaining. So, before he will give his interest and attention to the Sunday School lesson, he must feel that there is something elevating and useful to be learned from that lesson.

So, in the first place, the child's mind must be imbued with a spirit of respect and reverence in his heart for the religion whose truths the teacher is inculcating. The point may be raised, that this is the duty of the Sunday School teacher. Certainly, this is true. To them is entrusted the mission of planting the seeds of religious truths; but the parents, and the parents alone, can surround the child with the proper environment for the formation of a high moral character developed from these seeds. It is the principles which actuate the child's smallest actions which determine his character; and the parents should see to it that the children respect and practice in their every-day life the teachings of their religion. In this way, a feeling of reverence for the sanctuary of their religion will enter their hearts, and when they come into the meeting-house they will feel that it is not a place for noise and boisterousness, but a place to enjoy a peaceful and elevating influence.

In the second place the child must have respect for the presiding officers and

teachers. Of course, this respect depends to a great extent upon the personality of the officer or teacher. But in some cases the child comes from home with a feeling of disrespect for the teacher already engendered in his heart through some disparaging remarks of his parent. Children imitate and, naturally, show respect and disrespect as their parents set them the example. So the wise parent, who wishes his child to become a follower of the Church of Jesus Christ of Latter-day Saints will be very careful not to utter, in the child's presence, an unkind remark about his Sunday School teacher, for she certainly is to him the representative of that religion. It is impossible for a musician of perfect execution and interpretation to produce a beautiful melody upon a piano which is out of tune. So, also, it is impossible for a teacher to produce the best effect upon the child who comes from home with his mind altogether out of tune because of a prejudice placed there by the parent.

What, really, is the motive of the ardent Sunday School teacher? Certainly, it is no material gain. The object and sole purpose of his efforts is the advancement and betterment of the child. To say the least, then, it is the duty of the parent to encourage the child to respect and obey its teacher. On the other hand, it is certainly the duty of the teacher to give to the children the best he is capable of obtaining through careful study and thorough research.

Now, granted that through the home influence a spirit of reverence and respect for his religion and his teacher has been inculcated in the child, the question naturally arises, how can this interest be maintained, and what influences may prove detrimental to it?

If the pupil is regular and prompt in his attendance, the responsibility is shifted wholly on the teacher. It is his duty

to give such a skillful presentation of the lesson that the pupils will involuntarily concentrate their attention upon it. If, however, the pupils are irregular and not prompt in their attendance, a different problem presents itself for solution.

We all know that at first a neglected duty is a source of remorse; then it becomes an irksome burden; and, finally, it is thrown aside as an unnecessary obligation. So it is with the attendance at Sunday School. The parent who sends his child to Sunday School only when it is consistent with other arrangements and makes no effort to adjust conditions in order that he may attend, is doing him a great injustice. Such a course will not only lead the child to regard the Sunday School as of secondary importance, but it will also render him prone to undervalue regularity in other affairs of life. The parent may express some trivial excuse, but the child readily recognizes the frailty of it, and accordingly his respect not only for the school but also for his parent is depreciated. Later in life, the child will expect the parent to receive just such trivial excuses for remissness in other duties.

No one will argue that in a series of lessons, the continuity is not destroyed by irregular attendance. Hence the interest and the attention are impaired.

So, by absenting himself from Sunday School, the pupil not only loses the subject matter taught, but his character will also be weakened if the irregularity is continued.

Promptness is also a factor of prime importance. No one who has not witnessed the effect, can recognize how detrimental to the discipline of the school is the prevalent disregard for promptness. The school opens with a spirit of peace and order pervading. Everything goes on smoothly until the doors are opened to admit twenty or thirty tardy pupils.

How do they feel? Humiliated—or, if a chronic case, disrespectful. They have been hurriedly prepared for Sunday School and almost pushed from the house. They have been deprived of the quieting influence of the opening exercises and are ready at the first opportunity to give vent to their restlessness in disorder.

Nothing at all need be said about the annoyance to the teacher or the effect upon the school; but, considering only the good of his own child, the parent must recognize that he is doing him an irreparable wrong in allowing him to form such an injurious habit.

Granted that there is need of a reform in this respect, how can it be brought about? It is quite evident that the work rests almost entirely upon the parents. The teachers can encourage the pupils, but the parents alone can bring about the desired results. Compare the punctuality record of the Sunday School with that of the public schools. In a room of thirty or forty pupils, it is considered a disgrace to have more than three or four tardies a month. In a school of eight hundred or a thousand pupils, there are generally not more than fifty tardies. In the Sunday School, with an attendance of two hundred and fifty, there will be about twenty cases of tardiness on one Sunday.

Now, let us compare the conditions of the Sunday School with those of the public schools. In the first place, is the opening time earlier? No, on the contrary, it is an hour later. Secondly, do pupils have a longer distance to go? In a few cases they do, but as a rule they do not. Finally, are they the same pupils? With the exception of the kindergarten class, they are. And by the way, this class is usually on time.

Inevitably the conclusion must be, that love for and interest in the Sunday School are lacking.

It is evident, then, that something must be done to check this pernicious evil of tardiness; and, if each of you parents will resolve that, as far as it is in your power, you will make the punctuality of the Sunday School what it ought to be—perfect—there is no doubt but that the future will bring results of which you may be proud.

At the present time great stress is being laid upon the matter of home preparation. In this direction, there certainly lies a great work for the parents. Leaflets containing the lessons have been prepared, so that the pupil with little effort can become acquainted with the main points to be discussed. But still, they are distributed with this idea in mind—that the pupil will not be satisfied with what he can learn from these, but they will serve only as an incentive to more extensive study.

Now, it is not necessary for a parent to sit down and study a lesson for a child. Rather, let him make the effort himself, for only through self-effort comes education. It may be well at times to show him how to study and to answer any question that is not clear to him; but as far as he can, let him solve his own problems. Let him feel that he has the power to master the subject himself, and he will soon show you that your aid is quite unnecessary.

But when he has performed his task, is that all? No, give him a chance to use his knowledge. This is where the important work of the parents comes in. Don't sit down and say, "Come and tell me what you have studied," but lead him into a conversation on the subject without his suspecting your motive; and he, in being able to use his knowledge, will feel amply rewarded for his efforts. At times, too, it is well to lead him to points a little beyond the lesson, and thus create in him a desire for further knowledge.

So it appears that without the support and aid of the home, the Sunday School would fail utterly in its mission. Now, parents, as officers and teachers of the Sunday School, we appeal to you for encouragement in this great undertaking.

In conclusion, let us summarize a few things wherein the home can be helpful in advancing the Sunday Schools; which attained, would place our schools on the standard of the ideal:

1. Inculcate in the child reverence for his religion and the house of worship.
2. Develop a feeling of respect for officers and teachers.
3. Have children regular in attendance.
4. Stamp out the prevalent evil of tardiness.
5. Encourage children in their work, by presenting opportunities for the use of knowledge there obtained.

Truly then the united efforts of parents and teachers can promote the advancement of the Sunday Schools; and although the duties resting upon them seem weighty and responsible, a wise and judicious discharge of them will bring glorious and soul-cheering results.

*Margaret Livingston.*



#### THREE WORDS OF STRENGTH.

There are three lessons I would write,

Three words, as with a burning pen,

In tracings of eternal light,

Upon the hearts of men.

Have Hope. Though clouds environ round,

And gladness hides her face in scorn,

Put off the shadow from thy brow;

No night but hath its morn.

Have Faith, where'er thy barque is driven—

The calms disport the tempest's mirth—

Know this: God rules the hosts of heaven,

The inhabitants of earth.

Have love. Not love alone for one,

But man, as man, thy brother call:

And scatter, like a circling sun,

Thy charities on all.—*Schiller.*

## THE ST. LOUIS EXPOSITION.

**U**TAH is proud of herself at the World's Fair. She has a fine exhibit of products, both mineral and agricultural, and it was ready on time. When the opening day came, April 30th, her productions were in place, a thing that can be said of very few of the others. She is also pleased with her state building. It is very neat in appearance and advantageously locat-

added, to bring it up to date. This is especially noticeable in the machinery and electrical displays.

Two exceedingly interesting exhibitions are the one made by the various departments of the United States government, which entirely fills one of the larger buildings, and the other, that of the gifts received by Queen Victoria on the occasion of her Jubilee. In the latter, how-



THE UTAH BUILDING.

ed. Entering the grounds at the south-east gate it is one of the first buildings that the visitor reaches. Opposite it is the "Inside Inn," an enormous hotel built to accomodate the exposition visitors by the thousand.

The Fair is a place of "magnificent distances"—the American idea of "bigness" prevails. It contains much that has been exhibited in previous expositions, with late discoveries and inventions

ever, there is a tendency to monotony, consisting as the presents do, largely of golden and bejewelled caskets containing addresses of loyalty to the beloved Empress Queen. The United States government exhibit shows the progress and advancement of the nation and how methods of

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\* At the World's Fair in Chicago the grounds covered 633 acres, at the St. Louis 1240 acres are enclosed,—almost "too much of a good thing."

administering the details of its government have grown and sometimes changed with succeeding years. The Department of Justice, the Treasury, the Post Office, the Army and Navy, the Department of Agriculture and others, all show what is being done to keep this country in the fore front of the nations of the world. The exhibits of the Navy, Post Office and Treasury departments appear, from the interested crowds of visitors that throng

as many as 5,000 people were one day turned away. This no doubt is an exaggeration, but 3,000 guests have rested beneath its roof at the same time. By a very ingenious arrangement every room is an outside one.

We sing sometimes of a New Jerusalem "which will not pass away," that is to be built on this continent. But on the grounds here we have a Jerusalem that will pass away — as soon as the fair is

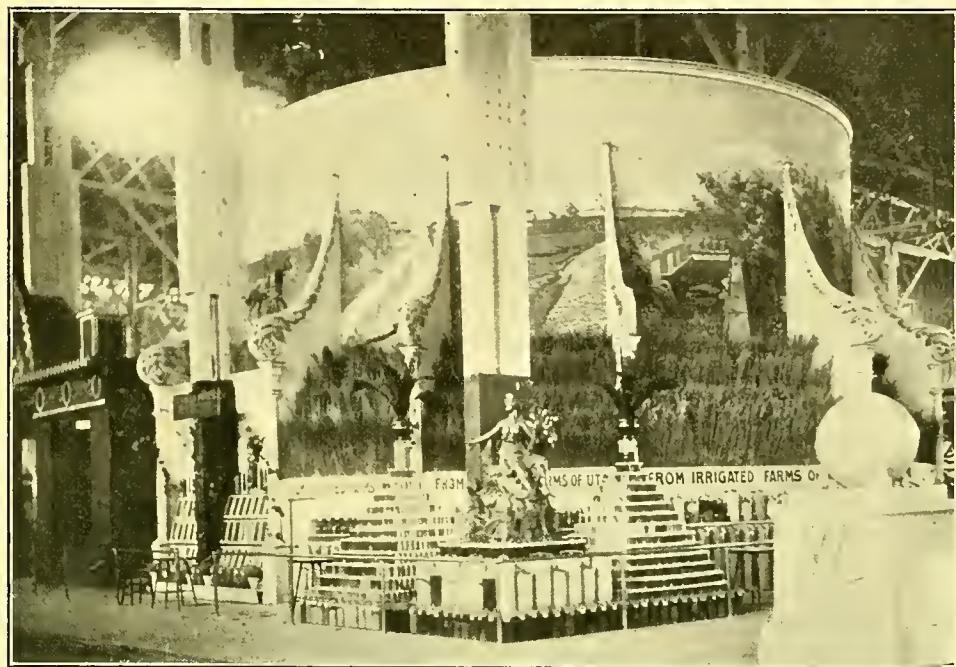


INTERIOR OF THE UTAH BUILDING.

their aisles, to be the most popular with the multitude.

The "Inside Inn" is a new departure; no other fair has ever had one. It is a vast hotel of more than 2,200 rooms, inside the exposition grounds. Its rates include daily admission to the grounds and to the exhibits, and its guests are "right on the spot" without the waste of time of taking long car rides to and from their places of abode in the city. The idea took hold of the public, and rumor has it that

over. It is a reproduction of the old Jerusalem in Palestine, with its mosques, towers, churches, walls and streets. One can visit the church of the Nativity, Calvary, and the Mount of Olives, the mosque of Omar, etc., and obtain a better idea of the Holy City and its belongings and surroundings than all the reading in the world can give. Once inside its gates the visitor is in a different world to that which pulsates outside, and with his own eyes he can see the places that tradition



CORNER IN UTAH'S AGRICULTURAL EXHIBIT.



A PORTION OF UTAH'S MINERAL EXHIBIT.

has made memorable by association with the earthly life of the Savior, particularly with those connected with the sad scenes that attended His trial and crucifixion.

The Japs have surprised everyone with their exhibit. As, when the war opened they were ready for its dread arbitrament so when the fair opened their exhibit was complete, and its beauty, diversity and vastness, have surprised all beholders. Few, if any, had any idea of the advance this nation had made in the arts of peace and how many and how varied are the industrial departments in which its people excel. While most of the other nations are away behind in their preparations, Japan is everywhere in full dress. To speak after the manner of men her exhibit is "an eye opener."

Utah's exhibit in the Agricultural Building is very picturesque and admirably arranged. It is compact, and yet diversified; the best of all its products are shown. It lacks, however, thus far, one thing. The products are not sufficiently labeled. It becomes somewhat perplexing to the gentlemen in charge of the silk department to be asked if the cocoons are peanuts, and the large skeins of tawny colored silk, molasses candy. The exhibit in the building devoted to mines and metallurgy demonstrates how rich and how numerous are the mineral productions of our mountain home.

Those to whom it is not inconvenient so to do, will find it advantageous to postpone their visit to the Fair until after the heated season.

#### GRANT US UNITY AND LOVE.

Tune—"Gloaming."

Heavenly Father, grant Thy blessings  
To Thy children, far and near;  
Give Thine angels charge concerning  
All the stakes of Zion here.  
Heavenly Father! Heavenly Father!  
Grant us unity and love.  
Heavenly Father! Heavenly Father!  
Grant us unity and love.

May we work together truly,  
Guided by Thee night and day,  
Give us wisdom, knowledge, power;  
Shed Thy light upon our way.  
Heavenly Father! etc.

Well we know that if united,  
While we labor here below,  
We shall feel Thine inspiration,  
And more perfect records show.  
Heavenly Father! etc.

Though the stakes are oft divided,  
Still as one in faith and love,  
May we stand in all our labors,  
And united be above.  
Heavenly Father! etc.

*Annie Malin.*



#### THE BEST OF FRIENDS IS MOTHER.

Is there a person on the earth,  
But that a mother gave him birth?  
We might not think of all she's done  
Until when she is dead and gone;  
The best of friends is mother.

She was the first that had our love,  
And true as Heaven is above;  
She helped us when we learned to talk,  
She also taught us how to walk,  
The best of friends is mother.

When we were sick she did not sleep,  
For fear of death, we saw her weep,  
Within her arms and on her breast  
Was where we had our favored rest,  
The best of friends is mother.

She taught us how to bend our knee,  
To pray, and be from evil free,  
Spoke to us many a kindly word,  
That from none else our ears have heard,  
The best of friends is mother.

She gave us her advice direct,  
And told us how to friends select,  
To keep but few, and of the best,  
To carefully avoid the rest,  
The best of friends is mother.

Remember now, in every case,  
That none can take a mother's place;  
Do good, as she has ever done,  
And give her praise before she's gone.

The best of friends is mother.

*N. J. Sandberg.*

# OUR LITTLE FOLKS



EDITED BY  
LOUISA L. GREENE RICHARDS.

Address: Mrs. L. L. Greene Richards, 160 C Street, Salt Lake City, Utah.

## LITTLE CHARLIE'S WILL.

(CONCLUDED.)

**T**HOSE were blessed hours for Walter. The Spirit of God was at work, convincing him of sin, and leading him to repentance. And there, at little Charlie's bedside, he felt himself awaking to a better life. At length, one evening, as he knelt there, he fell asleep with his head leaning on the side of the bed, and slept soundly for some time.

He was awakened by the touch of a gentle hand on his head, and looking up he saw Charlie's deep blue eyes and sweet smile.

"Oh, Charlie! my dear Charlie!" said Walter. "Can you forgive me for all my hardness and cruelty to you?"

"I have nothing to forgive, dear Walter," said Charlie. "I know you did not intend to push me into the water. I am such a weak little fellow, I fell with a touch; but you could not help that. Only do believe that I love you—that we all love you."

"I do believe it, Charlie, my kind, forgiving brother," said Walter. "I will try always to be gentle with you in future."

Walter kept his word. From that day his very nature seemed changed; and though he had often severe struggles with his violent temper, with the help of

the Lord he succeeded in subduing it. His father, who returned home a few days afterwards, marked the change in his son, and thanked God for it.

Walter's birthday was fixed as the day when Charlie might take the first ride on his pretty white pony. That morning there was complete evidence of Walter's changed feelings. He seemed to have forgotten himself and his birthday, and to be occupied only with his brother. While he was busy getting the pony ready for Charlie and helping him to mount, Captain Harrison said to him, "What will you do, Walter? Do you mean to go, too?"

"Oh, I can trot by his side," said Walter. "I am quite strong enough to keep up with that little pony."

At that moment a groom appeared, leading another pony rather larger than Charlie's. It was saddled and bridled, and a paper was fastened to the rein with these words written on it: "A birthday present to Walter, from his affectionate parents."

"How delightful!" said Charlie. "I shall really enjoy my ride now. I wish John would come with my riding cap. Oh, there he is. Mount quickly, Walter, and let's be off."

Walter looked round to thank his father and mother, but before he could speak his father said, "Do not keep

Charlie waiting, my boy. Mount quickly, and we hope you will enjoy many pleasant rides together."

As Walter mounted his pony, Charlie's dog came bounding towards them. Walter formerly had envied his brother the dog as well as the pony; but now all those unkind feelings were forgotten.

"Here comes Carlo, Charlie, let him go with us," said Walter.

The boys, Carlo, and the two ponies had many pleasant excursions, and Charlie soon got quite strong and well.

One day, when Captain Harrison and his two boys were sitting together, Walter said kindly to Charlie, "How is it that every one loves you so much, Charlie? You must teach me the secret."

"I do not know, unless it is because I love everyone," said the little boy, simply.

"That is exactly the reason, my boys," said Captain Harrison. "There is much wisdom and knowledge of human nature in those simple words. The ancient apostle teaches this truth, speaking of a love far higher and purer than any earthly love, where he says, 'We love Him because He first loved us;' but the truth is the same. It is seldom that true, disinterested love fails to win love in return. You have learned the true secret of winning love, my dear little Charlie."

"I see now how I have failed," said Walter. "I was always thinking of myself—always trying to find out if people liked me, and fancying they did not, and then made myself disagreeable to them. While Charlie, who loved everyone without thinking of himself at all, won the affections of all."

"You are right," said Captain Harrison, "we must never forget that love to others is a duty which, when unselfishly fulfilled, will bring its own reward."

Walter did not forget the lesson, but learned more and more that seeking the

happiness of others is the surest and best way of securing happiness to ourselves.

His uncle Walter saw the change with joy. His will is made, and Walter is declared the heir of his large estate, because he feels now that Walter will make good use of a fortune.

But this will is less valued by Walter than a little piece of writing which he keeps among his most precious things, on which is written:

#### "LITTLE CHARLIE'S WILL."

"If I die, I want my dear brother Walter to have my pony and my dog. And I want him to know that I love him, and have always loved him."

This was written for little Charlie by his mother while he was so ill, after he had fallen into the water. And by his request it was handed to Walter.

And from that time began the working of the wonderful change which took place in Walter's soul, and transformed him from a selfish, jealous and wretched boy into a kind, loving and happy one.

#### MISS BROWN'S CHICKADEES.

##### Only Weeds.

HE children came to school one afternoon laden with flowers of every hue and description, as Miss Brown was to choose one from among them to talk on.

Lilian Willis had brought American Beauty roses, and she was sure Miss Brown would choose them. Harold's father was a gardener, and the boy had gathered a great bunch of carnations, which filled the room with fragrance. Others came with violets, tulips and begonias. The children held their pretty blossoms out boldly, each one so eager for his or her particular flower to be chosen, that Miss Brown longed to accept them all rather than disappoint one child.

All at once her quick eye spied that one little girl held back and kept her hands under her apron. It was poor orphan Annie, who wore such queer looking clothes, and who lived in the tumble-down house on the hill.

"Where are your flowers, Annie?" asked Miss Brown kindly; "what is that peeping from your apron?"

Annie flushed and then slowly drew forth a big yellow sunflower, at which the children all began to snicker.

"It was all I could get," sobbed Annie, and then drawing herself up defiantly, "and I think it is a very dear flower too, 'cause it grows on my mama's grave."

"Bring it to me, Annie," said her teacher, gently. "I will choose your flower, dear. Poor, despised sunflower! Were you not so common we should all think you very pretty."

"Why, Miss Brown, it is only a weed," cried Lilian scornfully.

"Weeds are sometimes very interesting studies," observed Miss Brown, holding up the despised flower. "See what a rich brown disk it has for a centre, and such a thick row of long golden petals fringing the disk. Each petal is a flower of itself, having organs of its own. One head is made up, as you see, of a great number of flowers.

"In southern Russia, the people cultivate this plant, and get oil out of the seed. They make the oil into soap, and then feed the seeds to chickens.

"Here in this broad Utah valley, where there are thousands of acres of sunflowers growing wild, they are put to no use at all, but instead, we spend many hours in rooting them from our fields and gardens.

"No doubt you boys have often helped your fathers to hoe the weeds from the corn and potatoes, and have found more sunflowers than anything else.

"Many eastern people have never seen

this bright flower. What few do grow in the east are sold at five cents a piece. When tourists come to Utah they are charmed at the sight of millions of sunflowers growing all over the fields and valleys."

"I'll appreciate it more after this," promised Harold, his sweet carnations now lying forgotten on his desk, and all the other children, like the little parrots they were, joined in, "So will I—so will I."

This so pleased the sunflower, that it held itself up more bravely than ever, while Miss Brown, well pleased with the impression she had made, pinned the yellow face on her dress the while she asked the question:

"Now why do you call it sunflower?"

"Because it holds its face to the sun," came in chorus from half a dozen little throats.

"I love it," responded Annie softly, "because it grows on my mama's grave."

*Katie Grover.*



#### THE LETTER BOX.

##### Riding on Horseback to School.

MOUNTAIN VIEW, ALBERTA, CANADA.

We have been in this country eight years. When we came here I was a baby. We live on a ranch two miles and a half from town. I ride on horseback to school, with two of my brothers and one sister. Our papa is superintendent of the Sunday School here.

*HARRIET PARKER.*



##### Blind Kittens Get Their Sight.

LUND, NEVADA.

I have read your letters away out here in White River. I want you to know we like the *JUVENILE* very much. I am a little girl of seven years, but I

have seen eight winters and seven summers. I have an old cat that has four pretty little kittens. They were all blind when they were born. My teacher told me to watch and see when the kittens would open their eyes. On the eighth day one kitten opened one eye. On the ninth day all the kittens opened their eyes. I am glad they can all see this beautiful world of ours.

Good bye, dear JUVENILE.

EVA WHITEHEAD.



#### A Pretty Selection.

##### SUGAR HOUSE.

I enjoy reading your letters so much that I am going to write one to you. I am nine years old. I was baptized a year ago. I go to school, and I have one of the best of teachers. There are six of us in the family now. Papa and two little sisters and a little brother are dead. I think all of you little readers must like poetry, so I will send you some which I like very much.

##### SOMETHING EACH DAY.

Something each day—a smile.  
It is not much to give,  
And the little gifts of life  
    Make sweet the day we live.  
The world has weary hearts,  
    That we can bless and cheer,  
And a smile for every day  
    Makes sunshine all the year.

Something each day—a word.  
We cannot know its power;  
It grows in fruitfulness,  
    As grows the gentle flower.  
What comfort it may bring,  
    Where all is dark and drear;  
For a kind word each day  
    Makes pleasant all the year.

Your friend,

J. HYDE STAYNER.



#### The Instructor Read and Sent to Friends.

GRANTSVILLE, TOOKEE CO., UTAH.  
WE take the JUVENILE INSTRUCTOR,

and I like it very well, and when we have read it we send it to our friends in England. I go to Sunday School and Primary, and we have very good teachers here. Mama and brother, and I, came from England, Yorkshire, Keighley, eight months ago. My papa died less than two years ago. We came to Salt Lake City, and Brother Ratcliff, one of the Elders, advanced means for mama to come out to Grantsville, and we like here very well.

Your new friend,

FLORENCE PICKLES.



#### Building a New Meeting House.

##### RANDOLPH, UTAH.

Our ward is building a new meeting house, and by fall we shall be able to have Sunday School in the basement, which has six large rooms, one for each class. My papa is the superintendent of our Sunday School. My mama has had thirteen children, but through sickness we have had to lay six of them away in death. In the whole family there were eight boys and five girls. I am the only girl living. I am twelve years old. I hope this letter is not too long. I have never seen a letter from our place in the little Letter-box.

Your young sister in the Gospel,

ADA ESTELLA REX.



#### Children Left Motherless, but with a Good Father.

##### LYMAN, IDHAO.

I have been wanting to write to you for a long time. I have two sisters and two brothers. Our mama is dead. When she died she left a little baby three months old, and our aunt took it with her, and she has gone out to Oregon now. Our baby sister's name is Josephine. I am the oldest girl in the family, and am ten years old. We go to Sunday School every Sunday.

Our grandpas and grandmas are all dead. Our papa is very good to us. Our eldest brother is thirteen years old,

My love to all the writers and readers of the little Letter-box.

Your friend,

HAZEL LUELLA HOLLIST.



**Teachers Well Thought of.**

MATTHEWS, GRAHAM CO., ARIZONA.

We like to read the little letters in the JUVENILE INSTRUCTOR. The Sunday School that we go to is held about three miles from where we live. Our Sunday School teachers are very good, and we think lots of them. I am in the Primary class in Sunday School. I am a little girl ten years old.

Your new friend,

EDITH E. NORTON.



**Two Letters from**

JOSEPH, UTAH.

My little baby brother was very sick for six weeks, but we prayed for him, and he got well. My papa came from England when he was a boy. My grandpa died last winter, and the day he was buried our house caught fire and burned down. We have just got it built up again. I am twelve years old.

ELVA WELLS.



We live six miles from the school house. My papa is superintendent of our Sunday School. Our grandpa, who died last winter, was eighty-three years old. He came to Utah from the states when my mama was eight years old. My age is thirteen years. There was a slight earthquake here on the 13th of January, 1904, but no one got excited.

MARY ROSS.

**Big Wolves, Plenty of Work, Going to School.**

MOUNTAIN VIEW, ALBERTA, CANADA.

I thought I would write and tell you what we are doing. When we came here there were only a few families in this part of the country. The big timber wolves used to come and kill our calves and colts in the corral. My brother, who is three years older than myself, was one day making hay about a mile from home, when eight big wolves came and followed him around. He was only ten years old then. He kept on raking, and after a while, the wolves got tired of following him round, so they went and laid down by the side hill. Then he lifted up the rake teeth and drove home. I helped the men some in haying last summer. I rode the derrick horse, for which the men gave me fifty cents a day. I earned six dollars and bought six nice sheep. I have a saddle horse which I ride to school, also four rabbits and two pigeons. I help my elder brother tend the farm and do the chores. I am ten years old.

EARL PARKER.



**A Fine New Year's Gift.**

AURORA, UTAH.

It seems to me I have never seen a letter from this place in the dear little Letter-box. My mama made me a New Year's present of the JUVENILE INSTRUCTOR, and you may be sure it delighted me. I am eleven years old, and I try to attend all the meetings and classes that are held for our education and good.

HAZEL KENNEDY.



**Twins, and Other Pleasant Things.**

COLONIA MORELOS.

We have good Sunday School and Primary meetings here, and very pleasant times. Mama's babies are twins, a boy

and girl. They were a year old last February, and are just as sweet as they can be. I am thirteen years old. I have a brother and a sister who are married. Our school is closed for the present. I hope the Lord will bless us all, that we may love each other and be kind to every one.

MARY FRANCES BOWLER.

**Good Things.**

ORTON, ALTA, CANADA.

We have been blest since we came here to live, but my mother has been very sick some of the time, and she is not right well yet. We have good Sunday School and Primary teachers. I am twelve years old, and I am interested in all the good things we are taught. I think it is good for us to remember such sentiments as this:

Little deeds of kindness,  
Little words of love,  
Help to make earth happy,  
Like the heaven above.

LOTTIE McMURRAY.

**A Good Report.**

GUADALOUE, MEXICO.

I was born in Rockville, Utah, July 4, 1891. I lived there till I was six years old. We then moved to Hinckley, and stayed there three years, then came to Mexico. I think this is the best place we have ever lived in for a new place. I have never seen anyone waltz or smoke, or heard anybody swear among our people. Ma has three boys and one girl. The Lord remembers us, and I try to serve Him.

JUANITA STOUT.

**Snowslide Mentioned.**

PARK CITY, UTAH.

We have lots of snow here in winter. A man was killed by a snowslide on the

16th of February. We have good Sunday Schools and good teachers. I like to read the JUVENILE INSTRUCTOR very much. I have one little sister three years old. We had a brother, but he died when eight years old. I am ten years old.

EVA WILSON.

**About Sunday School.**

CHICAGO, ILLINOIS.

Where I live, here in Chicago, we have a very nice Sunday School. We have but three classes—theological, intermediate and primary. I am in the intermediate class. I love Sunday School, because our lessons are interesting. We have now completed the Book of Mormon stories. Elder Francis E. Belnap and Sister May Clark are my teachers, and I love them very much. I send my love to all the children. I am twelve years old.

AMY STARK.

**Papa Drowned.**

FRUITLAND, NEW MEXICO.

DEAR FRIENDS:—We love to hear from you through the little Letter-box, and so we think you will like to hear from us. Brother J. B. Ashcroft is our Bishop. Brother Dean is our Sunday School superintendent, and Sister Dean is our Primary president. Our papa was drowned in the San Juan River over six years ago. Our mama takes the JUVENILE INSTRUCTOR, and we love to read the little stories and letters.

AMY JANE ROBERTS, aged 10 years,  
WM. CLARKE ROBERTS, aged 9 years.

**"HOW MANY TOES HAS A CAT?"**

THIS was one of the questions asked of a certain class during examination week;

and simple as the question appears to be, none could answer it. In the emergency, the principal was applied to for a solution; and he, also, with a good-natured smile, gave it up; when one of the teachers, determined not to be beaten by so simple a question, hit on the idea of sending out a delegation of boys to scour the neighborhood for a cat. When this idea was announced, the whole class wanted to join in the hunt. Several boys went out and soon returned successful. A returning board was at once appointed and the toes counted, when, to the relief of all it was learned that a cat possesses eighteen toes, ten on the front feet and eight on the hind feet.



#### **GRANDMA'S PICKET GUARD.**

GRANDMA WILKINS was very sick. The doctor said she must be kept quiet, and everybody went about on tiptoe and spoke in low tones. Winfred looked very sad. He crept softly into the darkened room and laid some flowers on grandma's pillow; but she was too sick to look at them. Soon after he heard his mother say to Kate, the cook:

"We must keep the door-bell from ringing, if possible."

"I can do something for grandma," thought the little boy.

So he sat on the front step, and soon a woman with a book in her hand came to the door.

"Grandma is very sick," said Winfred. "Nobody must ring the bell."

The lady smiled, but went away. Soon a man with a satchel came.

"Grandma is sick, and mama doesn't want any thing at all," said the boy.

All day long people came. It seemed to Winfred that almost everybody had something to sell; but he kept guard and the bell was silent. Kate came to call

him to lunch, but Winfred would not leave his post.

"Just bring me a sandwich, or something, and I'll eat it here," he said.

At last the doctor came again. When he came back he smiled down upon Winfred and said:

"Well, little picket-guard, your grandma is going to get well, and you have helped to bring about that happy result. You will make a good soldier."

Then his mother came out and took him in her arms and kissed him.

I am quite proud of my brave, unselfish little son," she said. Now come and have some dinner, and then you may go and see grandma for a moment. She has been asking for you."

When Winfred went in on tiptoe his grandma thanked him with a kiss, and he was a very happy little boy that night.



#### **A LESSON FROM FLIES.**

It was in a country school, and I was hearing my little second reader class. The lesson that day was a story about flies, their curious way and habits. Among other things the story said that flies kept their faces clean, and then went on to tell how they rubbed their feet over their heads, as could often be seen by watching them. The last thing in the lesson was the question, "What lesson can boys and girls learn from the flies?" I asked the children to answer the question. Only one small boy ventured an answer, and that was, "To wash our faces with our feet."—*Christian Register*.



Three little rules we all should keep,

To make life happy and bright—

Smile in the morning; smile at noon;

And keep on smiling till night.

# THE STORY OF GALILEE.

Rod'nt Morris, L.L.D.

H. B. PALMER. By per.

1. Each coo - ling dove..... and sich - ing bough..... That makes the eve ..... so blast to me..... Has something  
 2. Each flow - ry glen..... and moss - y dell..... Where hap - py birds ..... in song a - green..... Thro' sun - ny  
 3. And when I Read..... the thrill - ing lone..... Of Him who walked..... up on the sea..... I long, oh,

ALTO. Each coo - ing dove,  
Each flow - ry glen,  
And when I read

TENOR. far..... di - vin - er now..... tell..... It bears me back..... to Gal - i - lee..... Oh, Gal - i - lee,  
morn..... the prais - es of sights and sounds..... in Gal - i - lee..... Oh, Gal - i - lee,  
now..... I long once more..... To fol - low Him..... in Gal - i - lee..... Oh, Gal - i - lee,

BASS. Has something far  
Thro' sun - ny morn  
I long, oh, how

CHORUS.

Has something far..... so blast to me..... Has something  
 Thro' sun - ny morn..... in song a - green..... Thro' sun - ny  
 I long, oh, how..... up on the sea..... I long, oh,

That makes the eve..... Where hap - py birds..... Or Him who walked..... so blast to me..... in song a - green..... up on the sea,

far..... di - vin - er now..... tell..... It bears me back..... to Gal - i - lee..... Oh, Gal - i - lee,  
morn..... the prais - es of sights and sounds..... in Gal - i - lee..... Oh, Gal - i - lee,  
now..... I long once more..... To fol - low Him..... in Gal - i - lee..... Oh, Gal - i - lee,

di - vin - er now..... the praises told..... I long once more..... It bears me back..... to Gal - i - lee..... Oh, Gal - i - lee,  
the prais - es told..... I long once more..... Of sights and sounds..... in Gal - i - lee..... Oh, Gal - i - lee,  
the prais - es told..... I long once more..... To fol - low Him..... in Gal - i - lee..... Oh, Gal - i - lee,

Gal - i - lee, Where Je - sus loved so much to be; Oh, Gal - i - lee, blue Gal - i - lee, Come sing thy song a - gain to me.  
 Gal - i - lee, Where Je - sus loved so much to be; Oh, Gal - i - lee, blue Gal - i - lee, Come sing thy song a - gain to me.

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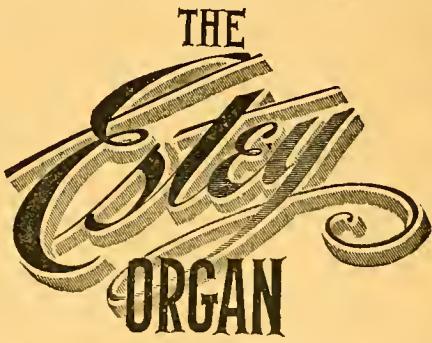
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